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ABSTRACT

This report presents highlights of and summarizes 17 articles and papers on college calendars that were published between 1959 and 1970. The calendars discussed include the 2 semester calendar that operates on a 10-month year; the year-round calendar that adds 1 or 2 summer sessions to the 2 semester year; the interim-term calendar often designated as a 4-1-4 or 4-4-2, indicating that a short term can occur between semesters or after them; the trimester plan; and the quarter plan. In addition to reviewing the various calendars, some of the articles are concerned with the inefficiency of calendar planning. Only 1 article deals with the relationship of students' academic performance and a particular plan. (AF)

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College and University Calendars

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The abstracts contained in this report represent a sample of the literature on the subject of college calendars that has been published between 1959 and 1970. If there appears to be a large degree of modification in attitudes within that 11 year period it is because, in fact, there has been a great deal of experimentation. College and university administrators have advocated one system, then another, without adequate empirical follow-up of the effects of various systems. The result, in some cases, has been the failure of calendars to meet the demands of their proponents. If the reader seeks data to substantiate the claims of many of the authors reviewed he will find very little, and virtually none of impressive quality.

Before describing the various trends in calendar changes it is best to have a common understanding of the types of calendars in existence. The most common, of course, is the two semester calendar which operates on a ten month year. Add one or two summer sessions and you have a year-round calendar with substantially more than 40 weeks of actual operation. The new trend in semester calendars has been to modify the starting and closing dates so that the first term ends before Christmas.

If a short term, approximately four weeks in length, is added between the two longer semesters the result is, what is commonly called, an interim term calendar. The interim calendar is often designated as a "4-1-4" or "4-4-2" calendar. This emphasizes the fact that the short term can come between semesters or after them.

The trimester plan was one of the first major calendar modifications to appear on the scene. Several earlier reviews were concerned with this calendar, which was originally used during the Second World War. It has three terms of equal length during the year. Very often attendance during the third term has been made optional.

Finally, attention is drawn to the quarter plan. This year-round calendar divides the academic year into four equal parts. Students may elect to attend all year or, more commonly, attend three of the four quarters.

This briefly describes the calendars with which the current review is concerned. It should be noted, however, that individual schools often have variations on the calendars which serve to meet their own needs.

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From 1959 through 1961 the new innovation in academic calendars was the trimester plan whose primary proponent was Chancellor Lichtfield of the University of Pittsburgh. He was supported by Kirk (1960, #109) who noted the inconsistency in slow college graduation rates alongside industry's need for an increased pool of trained professionals. Kirk applauded the trimester plan with its promise of both quality and efficiency.

By 1962 experimentation proceeded with calendars other than the trimester plan. The quarter calendar seemed to be the new mode but other innovations, such as calendars which incorporated time for independent study and study abroad, were also given consideration. A modification in attitude had apparently occurred in that administrators appeared to be concerned not so much with speed of putting students through college as they were with finding facilities for all the people who sought admission. Having portions of the student population off campus at certain times of the year seemed to meet this need.

Some of the articles reviewed were concerned with the inefficiency of calendar planning. There were assaults on rash moves without total planning for budget, space, and curriculum (Walker, 1961, #112 and McKenna, 1962, #114). Some of the schools that had been in the vanguard of calendar innovations were demonstrating problems resulting from the overhiring of faculty and staff as well as from the inadequate use of available facilities. There was a realization that economies from the use of the physical plant were overridden by increases in instructional costs.

In the mid 1960's the problems of inducing summer attendance within a year-round program were becoming obvious. In 1965, the University of Pittsburgh showed a mammoth budget deficit as a result of poor planning for the summers (Schoenfeld, 1970, #126). The University was forced to abandon its trimester plan. The popular new trend was the interim calendar. While the semester and quarter plans were still the most widely used, as they are even today, the interim calendar let the student decide the pace at which he was to complete his undergraduate degree. Putting a student through college rapidly was dropped from the list of reasons for modifying the academic calendar. The new watchword was "quality."

Most recently, extended or modified semester calendars have been receiving an increasing amount of attention in the literature. This new trend involves making summers available to students instead of forcing it on them, as the earlier calendar modifications tended to do. Today's overcrowded labor market no longer requires the rapid output of students.

The overall situation seems to involve little change; only a small minority of colleges have shifted their calendar arrangements. The predominant pattern has continued to be the semester plan (McKenna, 1962, #114; Dickens & Ballantyne, 1966, #117; McClew et al., 1969, #123; Gerber, 1970, #125). It appears difficult to obtain a clear estimate of the direction of change for those colleges where a change in calendar has occurred. McKenna (1962, #114)

was concerned with changes during 1956-1960 and reported that a majority of these changes went toward the semester system, but he also admitted that he had no data on newer developments which had transpired since the period studied. Gerber, (1970, #125) also indicated that the dominant pattern of change was toward the semester system but the actual survey results reported do not show such a trend clearly.

There is also very little evidence to show that students' academic performance is related to any particular plan. Only one study (using the quarter plan) was found to report higher grade point averages than the traditional semester system (Mertes, 1969, #122).

108. Hechinger, Fred. A cure for growing pains. Saturday Review, September 12, 1959, 42, 20-21.

Hechinger's article favorably reports on what was then the University of Pittsburgh's proposed trimester plan "to scrap the academic calendar." Noting the shortage of educated manpower and the inability of the colleges to handle large numbers of new students, Hechinger projects Pittsburgh chancellor Lichtfield's argument that the three-semester 11 month operation plan is a cure for the university's troubles.

A major point of the trimester plan is to allow for smooth transition into graduate schools so that professional education will be more feasible. With this plan a student could obtain both a master's degree and a BA in only three years and a trimester.

The annual faculty load could be made lighter or heavier if, in the latter instance, the instructor opted for a higher salary commensurate with the increased load. One advantage for students is that each year they could study for two trimesters and have one trimester off for work, if they so chose.

The author did note, however, some problems. A university would have to hire additional faculty members, the perpetuation of needed summer school training for teachers would be in jeopardy and certain specialized units, such as law schools, might have difficulty with the trimester scheduling because of the timing of licensure requirements.

109. Kirk, Grayson (as told to Frank, Stanley), College shouldn't take four years. Saturday Evening Post, March 26, 1960, 232, 21, 108-112.

Kirk remarks that with the overwhelming need for specialized people with postgraduate degrees, undergraduate education should not take four years. He suggests that a trimester plan, consisting of three fifteen-week terms, could save a student an entire year. In addition to this, a trimester plan could increase an institution's productivity by one third without increasing the enrollment.

Kirk claims that there is student interest in a three year college career. At the University of Pittsburgh 40 percent of the freshmen indicated that they would take advantage of the trimester plan. It will be noted that the trimester plan means the loss of the traditional summer vacation period, but the Columbia School of Business offered an experimental 14 weeks summer term in 1959 and a poll of 135 students produced unanimous agreement that they had "never spent a more profitable summer."

By making college a three year proposition Kirk claims that there are economies to both the student and the institution. Specifically mentioned are tuition costs and plant running funds. For example, Philip H. Coombs, education program director of the Fund for Advancement of Education is paraphrased as declaring that only 46 percent of all college classrooms and 38 percent of the labs are used to capacity.

Kirk believes the trimester plan, will increase student motivation due to what he considers to be its hard core curriculum and reduced tuition cost. He advocates a stringent pace in course work so that marginal students will be forced to seek their goals in junior colleges.

> A youngster who must concentrate on intellectual challenges 45 weeks a year to survive rigorous competition is sure to cultivate better study habits than he does have, distracted constantly by vacations and silly campus capers (p. 109).

Indeed, the major complaint that Kirk has is that, "...we do not stretch the minds of superior students to their full capabilities (p. 109)."

110. Lichtfield, Edward H. Trimester: education of superior quality in a shorter length of time. College and University Business, 1961, 31, 24-27.

Lichtfield sees the lengthened academic year as a means of correcting the "waste of time and talent" that the nine month calendar creates. He points to three basic types of trimester plans that are ideal for eliminating such "waste." The first plan, the one adapted by the University of Pittsburgh, has three 15 week terms. The second has an extended summer session to supplement the conventional two semesters. Finally, Lichtfield claims that the quarter system, which requires attendance at only three of the four terms, can also be classified as a trimester plan.

Several academic and administrative reasons for the University of Pittsburgh's adoption of the trimester plan are discussed. Among the academic reasons are: the increased amount of knowledge to be learned, the need to bring learning and physical maturation processes closer together, and the need to get students out faster so that they can continue in graduate and professional schools. Conservation of resources such as the size of the physical plant, the faculty, staff, and funds is a major administrative reason for the choice of plans.

In the 1960-1961 academic year at the University of Pittsburgh, the third term was optional and 48 percent of the students took advantage of it. The tendency was for those who were female, older, and more committed to professional goals to participate in greater numbers. Of those students who did not elect the third term, 80 percent found jobs for that period. Sixty-four percent of the faculty taught a third term and it was necessary to hire 110 additional faculty members. Because of the increased size of the faculty, an additional one million dollars of research was done in the 1960-1961 year as opposed to the 1959-1960 year.

111. McKenna, David L. A larger look at the university calendar. Educational Record, 1961, 42, 226-230.

The writer discussed some of the variables to be considered in revising university calendars. He noted the increasing size of undergraduate enrollment, a factor which favors plans leading to the processing of students within shorter time periods. The contemporary emphasis on graduate work and society's growing need for professionals requires a more rapid transition to graduate school. McKenna referred, in a general sense, to research done at Ohio State University. No data were given but the writer concluded that undergraduate and graduate needs concerning class size were divergent.

> Teaching at the undergraduate level is concerned with the means of improving instruction to larger groups of students by electronic aids and experiments with class size. Teaching, at the graduate level, however, is directed toward the individualization of instruction through smaller groups, laboratory experiences, and personalized demonstrations.

McKenna asks but gives no answer to the question, "which type of academic calendar is flexible enough to meet the needs of both kinds of instruction (p. 228)."

112. Walker, Eric A. The need for public cooperation. Journal of Higher Education, 1961, 32, 399-401.

Walker is primarily concerned with the effects of public attitudes on the operation of institutions in the areas of curriculum, yearly scheduling, and the financing of higher education. He claims that there is a reluctance for students to enroll in semi-professional programs because of the public acceptance of a single standard of excellence in education. Only a four year degree is "respectable."

Walker claims that in order to develop human resources to their fullest we must devise graduated, flexible, and varied programs. The goal is to give students facilities at a lower cost to them but without lowered quality.

Walker argues that it is inefficient to close a University for a quarter of the year. Walker recommends that schools operate on a year round basis like the University of Pittsburgh. It was noted, however, that at a large number of universities, where summer attendance was permitted and even encouraged, the number of students enrolled in the summer did not even approach that of the rest of the year.

Attitudes against summer attendance are only one of the problems that cause inefficiency. There is also the belief that small classes are better and that there is a lack of intellectual rigor in our universities. Money alone is said not to be capable of solving the critical problems facing the universities. Elimination of inefficiency is the goal.

113. Lichtfield, Edward H., Hicks, W., Freed, M., McCabe, J.E. Colleges can operate all year. Saturday Review, December 15, 1962, 45, 50-54.

This article presents a brief description of three different types of college calendars: the trimester, the quarter, and the "3-3" plan. A summary of the trimester plan at the University of Pittsburgh is given by Lichtfield. He states that, originally, the trimester plan was adopted in order to program undergraduate and graduate study as a "single continuous experience." The plan consists of three 14-15 week terms for a total of 11 months of operation. A student can complete his baccalaureate and master's degrees in four years if he desires to, but attendance in all three terms is optional. Approximately half of the faculty have elected to work all three terms in order to enhance their incomes.

The quarter plan adapted at Kalamazoo College in 1961 was described by Hicks. Each quarter consists of 11-12 weeks of study with three courses taken each quarter. A student usually attends three of the four quarters and spends the fourth doing independent study, studying abroad, or doing some sort of career service off campus. A student can get a baccalaureate in four years including study abroad at the same cost as a conventional plan of study. This means that a student can complete ten quarters on campus and two to five credit earning quarters off campus. An alternate plan allows students to be graduated in three years. In order to do this the student spends nine quarters on campus and two to three credit earning quarters off campus. Kalamazoo College reported a 50 percent increase in enrollment with no increase in capital expenditures using this plan. In addition to this the teaching load per term was decreased while faculty salaries were raised.

Freed described another type of quarter plan, one used at Antioch College. The entire student body is split into two divisions. One division is on campus one quarter and off campus (at jobs secured for them) the next quarter. The two divisions alternate time off campus and time spent working. The study quarters are 11 weeks long and the work quarters are 13 weeks long. The two week difference is made up in vacations between work and study periods. Freed states that this work-study program insures employment opportunities for students. It was designed with the thought of having students complete their degrees in five years; however, 20 percent are graduated within four years. A 25 percent increase in student enrollment was reported. In addition to this there was a ten percent increase in faculty and staff members.

The "3-3" plan adopted at Coe College was discussed by McCabe. Essentially this plan consists of three terms (from September through June) with three courses given each term. The concentration here is on the quality of education. The "lame duck" session after Christmas is eliminated by having the term end before the holiday. Also, each course meets five times a week so concentration in a particular area is enhanced. The "3-3" calendar is easily converted to year-round-operation if the need arises.

114. McKenna, David L. The academic calendar in transition. The Educational Record, 1962, 43, 68-75.

Proponents of change in the academic calendar look toward projected equalities in units of time, student enrollment, course offerings, faculty utilization, and plant use. However, certain problems, arising in these areas may preclude effective realization of the promises inherent in the suggested modifications.

Several problems encountered in proposing an altered calendar year were designated. These were discussed generally in terms of the writer's understanding, but no data were given.

1. Efficiency versus quality. The possibility exists that in the transition to modified academic calendars, administrative considerations of efficiency may outweigh concern for academic quality.

2. Other inefficiencies in a university besides use of academic time.

> Time is only one of the resources of the institution of higher education which is subject to the demands of enlarged capacity, increased efficiency, and improved quality. There are also the resources of faculty, curriculum, budget, and space which are inefficiently used at the present time (p. 73).

3. Inadequate research for planning for operational factors. Institutions frequently adopt new calendars without adequate preparatory research. There is no evidence that better education is associated with the new calendars.

4. The new calendar plans cannot easily equalize student enrollment in all of the proposed academic periods within a year.

5. Frequently, the faculty is not consulted in projecting calendar changes.

The writer notes that because of these kinds of problems the year-round-calendar is still a blunt instrument which raises more difficulties than it solves. Citing a survey covering the years 1956-1960, by the American Association of Collegiate Registrars and Admissions Officers, McKenna submits that the majority of calendar changes are in favor of the semester system, although he acknowledges that he lacked data on newer developments in the area of calendar change.

115. Stickler, W. Hugh, Carothers, Milton W. The Year-Round-Calendar in Operation. SREB Research Monograph No. 7, 1963, 77 pps.

This research monograph is essentially a review of the various calendars used, the reasons for adopting them, and their overall effect. It was written at a time when the trimester calendar was the popular new innovation and therefore it is biased towards it. Stickler and Carothers draw the following conclusions: (1) Increased enrollment will force all colleges to operate the year round within the next few decades. (2) Eventually all terms (including and in particular those held in the summer months) will be of equal length, enrollment, admissions, character, status, and will provide equal pay per term for faculty members. (3) No one system is likely to be established throughout all colleges and universities but the trimester is the modal plan. (Their claim is that the trimester calendar is the most efficient and easiest in transition). (4) The major resistance to year-round-operation comes from students and teachers who are reluctant to attend during the summer months. (They see the summer program as the key to unifying the academic year). (5) There is a need to achieve equitable time for the faculty's teaching, research, service, and regular leave. (6) There is nothing that would indicate that academic performance is effected by the type of calendar used. (7) The unit cost per student will not increase. (They are unclear, however, about institutional costs and maintenance). (8) They claim that savings will be achieved through more efficient utilization of the physical plant and the faculty. They also claim long term savings in capital outlay for buildings and equipment. (9) There will be potential financial benefits for students. (10) They call for more research in the area.

The ideal definition of year-round-operation that Stickler and Carothers present is a calendar that has a minimum of 40 weeks of classes per calendar year with curricular offerings allowing a person to complete the baccalaureate degree in three years in addition to equalized enrollments in all academic terms. The plans that they accept as consistent with the definition are the quarter plan, the trimester plan, and the two semester with one or two summer sessions plan.

116. Healy, George R. Extending the academic year: The Bates 4/3 option. Liberal Education, 1965, 51, 361-365.

Healy begins by mounting an attack on those calendar modifications which demand year-round-operation. He points out that instead of year-round-

operation most colleges expand via new construction. YRO threatens the established character of the small resident college. Vacation scheduling for students and faculty causes disruption of class identity and personal relationships; continuity is harder to maintain. Because of these problems Bates College instituted a new option in 1965.

The plan involved a ten-month calendar with three terms: (1) Labor Day to Christmas, (2) January through April and (3) May through June (8 weeks). The so called, 4/3 plan's advantage is that the student has the option of squeezing four years into three and allows for a summer vacation as well. On the negative side, faculty load is greater and the short third semester has to operate under time pressure.

117. Dickens, R.L., Ballantyne, R.H. Year-round-operation. The Educational Record, 1966, 47, 467-473.

Dickens and Ballantyne state that in 1966, 84 percent of all colleges and universities were operating on a semester system, 14 percent on a quarter system, and 2 percent on some other system.

Although the authors lean toward the quarter plan they discuss possible difficulties implicit in adopting it or any other calendar revision. They attack the argument that economies result from year-round-operation; economies do accrue from using the physical plant for a longer portion of the year but plant operation accounts for only 10-16 percent of the total operating cost of an institution while instructional costs are 70 percent of the total. The writers conclude that economies in plant operation can result in diseconomies of instructional costs and that this fact must be weighed carefully before converting to year-round-operation. Furthermore, the initial cost of changing over to year-round-operation can be large. Installing air conditioning is given as an example.

Another possible objection is that the faculty may feel that they will become too tied down with teaching and its allied duties to have time for much else. On the other hand there are opportunities for varied time off as well as increased salary. Dickens and Ballantyne conclude that year-round-operation has to provide for increased numbers of students as well as for a more meaningful and effective educational experience. The object is not to merely rush students through college.

118. Eberle, August W. A responsive and responsible academic calendar. National Association of Women Deans and Counselors Journal, 1967, 30, 138-142.

Eberle stands firm in her belief that the college calendar relates positively to both educational requirements and social and economic considerations. Educationally, she feels that there is a need to deal with the "knowledge explosion." Also, the present employment outlook requires that we slow down the graduation rate from our institutions of higher learning.

The trimester plan is said to be inadequate because it purports to do in 30 weeks exactly what 36 weeks of classes under a semester system would accomplish. It leads students to believe that they are getting the same education in one sixth to one quarter less time.

The quarter plan allows breaks in attendance through which both students and faculty are lost. In addition to this, administrative problems arise (starting and stopping four times a year instead of two). She does admit, though, that problems of administration should be secondary to the educational needs of the institution.

Eberle advocates a calendar which will demand four years of year-round study, minimize the number of terms (starting and stopping administratively), and the harmful effect of the year-end holiday, and avoid violating customs and traditions as much as possible. She projects an ideal calendar which would have 11 months of operation. It would operate on a semester system so that the first semester would begin after Labor Day and continue through February. The second semester would begin in March and end in early August. This would allow 20 more weeks of classwork than a traditional semester calendar.

Eberle justifies her plan by remarking that teachers have too much time off. She suggests that working full time would add to their professionalization. Admittedly, her plan would add to the operating costs of the institution but in terms of her argument, institutions should be operating for educational purposes.

119. Pittinger, T.L. Research project investigating the 4-1-4 month calendar plan. Canton, Mo.: Culver-Stockton College, 1968.

Pittinger's study was concerned with the 4-1-4 calendar plan. His data is based on 35 colleges and universities that responded to a questionnaire which he developed in 1967. All 35 schools were listed but only ten were analyzed in order to discover the favorable and unfavorable aspects of the 4-1-4 month calendar plan. The advantages of the plan are: (1) That students experience a reduced course load during the two long semesters. (2) There is an opportunity for independent or off-campus study. (3) The short semester provides for an inter-disciplinary emphasis on course work. (4) The short term provides a needed change of pace.

Pittinger lists ten schools that responded to his questionnaire and were not interested in adopting a 4-1-4 plan. He also lists ten schools that did adopt the plan. Of the latter ten, the majority maintained the same clock hours per course as that of a course given during a regular semester. The majority also reported that they handled courses for freshmen and beginning students in the same way a semester plan would. Forty percent of the schools on 4-1-4 surveyed enacted special plans during the interim term to keep students from forgetting languages. Only one school reported

that courses given during the short term were more expensive than those given during the other two semesters. Eighty percent of the interim schools required attendance in four interim terms for graduation while only one school never required attendance in the short term.

The disadvantages that Pittinger found were: (1) There is a loss of continuity in year long courses. (2) There are faculty load problems. (3) Student attendance and initiative in the short term is poor. (4) Additional work is required in curricular and administrative planning. The question remaining is how much such things as attendance and initiative depend on the type of program used and how much depends on student characteristics.

120. Armstrong, Jack L. An interim term digest. St. Paul, Minnesota: Macalester College, 1969.

This survey, conducted by Armstrong, sought to discover what various schools do with their interim term when they are operating on a 4-1-4 program. A total of 141 colleges and universities with a January interim term are listed. While there are a wide variety of individual practices, the major ones are summarized. The most common program is one of combined course and independent study (51 of the schools surveyed). Independent study programs account for the practices of nine schools while special programs for freshmen and a varied program for others is followed by five schools. Four have different themes for each class while three have programs built around a single theme.

Armstrong points out that the "1" or "4" designations need not represent months but may merely represent the types of offerings and their length. Some of the "1's" vary from a few days to six or seven weeks. Some schools use the month of May as a term stressing off-campus activities stretching into the summer (4-1-4). This implies study that extends into vacation or study abroad. Another common practice is to have the interim term before Christmas. It was found that the greatest amount of enrollment in the interim term comes from those schools that offer a yearly tuition with no refund for non-attendance during the interim term.

121. Clayton, Laura B. A survey of 95 colleges concerning academic calendar and the 4-1-4 system, summer employment of faculty, and sabbatical leave. Hickory, North Carolina: Lenoir-Rhyne College, 1969.

The portion of this survey that is pertinent to the current topic reports on 95 Lutheran colleges, Piedmont University schools, and seminaries. Clayton found that 60 percent of the above institutions were operating on a semester system, 15 percent on a quarter system, 20 percent on some 4-1-4 system, and five percent on some other system. There was no evaluation of the data.

122. Mertes, B.F. Student attitudes toward the quarter system. Junior College Journal, 1969, 40, 50-56.

Mertes describes a study done in the 1966-1967 academic year on 233 sophomores at Chabot College, in Hayward, California. Chabot is a junior college which switched from a semester calendar to one in which students were required to attend three of four quarters a year. The sophomores had the opportunity to experience both the semester and quarter systems.

A questionnaire was designed in order to, "...detect characteristics of the population." Attitudes toward the worth of a college education as well as educational values realized under the semester and quarter systems were analyzed. In addition to this there were interviews with selected students (no mention was made as to how they were selected).

Mertes reports that students were, two to one, in favor of the quarter system but he feels that this preference might have been based on the idealization of a quarter system, not on what they had actually experienced. The following is a summary of the major responses:

In Favor of Quarter -	45% said they could have opportunities to take more various courses and instructors. 25% said they wouldn't experience a mid-course slump.
Opposed to Quarter -	44% were afraid of poor grades. 20% feared difficulty in scheduling courses. 14% feared transfer problems.
In Favor of Semester -	44% said it provided time to study ideas related to the courses. 29% said it provided time to recover from a poor start in a course. 24% said they had more time to become familiar with the courses.
Opposed to Semester -	45% said courses were too long to maintain interest. 35% said that time was not utilized to its fullest advantage.

Considering the entire sample of respondents, 50% of the students reported that they were dissatisfied with their academic achievement in the quarter system because of too much pressure. However, higher grades were reported under the quarter system, even though the students felt more pressured. Eighty percent were satisfied with their achievement in the semester system. Students were also more satisfied with testing in the semester system, which was essay rather than objective.

In conclusion, Mertes stated that problems with the quarter system occur because the course load per term is too heavy and because of administrative difficulties. In addition to this the higher GPA under the quarter system may have been a result of the type of testing done.

123. McClew, Robert W., Martins, Esther W., Petherham, Marjorie, and Hogglund, Oliver C. Interim versus single spring schedules-a dialogue on uneven calendars. College and University, 1969, 44, 535-542.

This dialogue has its participants discuss the strengths and weaknesses of the programs adopted by their respective schools. The first program discussed was the 4-4-2 plan, at Western College for women, a calendar with two terms of thirteen weeks each and one of six and a half weeks with optional summer work. The advantages are that holidays fall between terms and that there is greater concentration in subject areas because fewer courses are taken per semester. Administrative scheduling is also made easier. The weaknesses of the plan are that faculty members have a heavier work load with less time for vacation, and increased absenteeism as well as excessive pressure on poorer students. The calendar is considered to be a success by the faculty, deans, and students. They all favor retention of the plan with the hope that the problems will work themselves out.

A 4-1-4 plan was the one adopted by the University of Redlands. This school has two terms of 14 weeks and one of four weeks between the two. There is a yearly fee payment so that all students are expected to attend the short term. Both faculty and students feel that this calendar has been successful. Especially good features include the fact that with the new calendar came experiments in new types of teaching techniques as well as new subject matter areas in the short term.

Another variation of the interim term plan at Hanover College is called the 3-3-1 calendar. It may be noted that this could have been called 4-4-1 in that it is similar to the others, with two terms of 14 weeks and one of 5 weeks. This program has proven successful for Hanover College.

The American Association of Collegiate Registrars and Admissions Officers Academic Calendar Committee studied 1,719 accredited institutions in 1968 and found the following:

Category	No.	Percentage Using Sem.	Qtr.	Tri.	Other
All Institutions	1,719	75	17	3	6
Senior Colleges	1,195	74	16	3	8
Junior Colleges	445	80	18	2	0
Professional Schools	79	77	18	5	0
Public Institutions	719	72	25	3	0
Private Institutions	1,000	78	10	3	10

124. Blai, Boris Jr. The experimental school calender. Bryn Mawr, Pennsylvania: Harcum Junior College, 1970.

Blai polled the faculty, students, and administrators of Harcum Junior College on their reaction to an experimental calendar instituted in the 1969-1970 academic year. The program was essentially a semester plan with the Fall semester ending before Christmas. There was a four week recess before the Spring semester. In addition to this, all classes were extended from 50 to 60 minutes.

The primary reason for the adoption of this new semester plan was the need to eliminate the "lame duck" session after Christmas. It was also hoped that concluding the first semester before Christmas might "stimulate a higher level of motivation in student study habits." Whether it did, or not, remains unsubstantiated.

It was found that 80 percent of the 280 students and 80 percent of 15 faculty members and administrators polled thought the recess length to be ideal. Forty-nine percent of the students and 40 percent of the faculty and administrators polled thought the length of the class period to be too long while 49 percent of the students and 53 percent of the faculty and administrators thought the class periods were of correct length. When asked if the recess should be modified for the next year, 75 percent of the students and 86 percent of the faculty and administrators replied that it should not.

125. Gerber, J.N. A new common calendar in Texas. College & University, 1970, 45, 172-176.

This study reports on the process by which a new calendar system was developed for all publicly supported institutions in the state of Texas. The plan called for two fifteen-week semesters and two optional

six-week summer terms. There was a four week period of no operation between semesters.

It will be noted that students under this plan (to be adopted by Fall, 1973) will be completing only 30 hours a year compared with the traditional plans' 34 or 36 hours per year.[1] Acceptance of this plan was preceded by a study analyzing calendar plans across the United States. A full breakdown of data is not given. It is reported that in 1968:

8 institutions changed from semester to trimester plans
3 institutions changed from quarter to trimester plans
5 institutions changed from trimester to semester plans
7 institutions changed from trimester to quarter plans

Based solely on the above compilation it would seem that the semester plan was losing more adherents than it was gaining. Gerber offsets this picture by mentioning North Dakota, where, in 1969, all state institutions were to be on the semester system and "a dozen institutions...converting to an academic calendar of 11 week terms...with credit awarded in semester hours," (p. 174). It is not clear whether the North Dakota institutions which were to be on the semester system represented a change to that system or continuation of existing plans or some combination thereof. Also, the dozen converting to 11 week terms are in effect going toward the quarter plans, whether or not they award credits in terms of semester hours. In any event the reference to North Dakota is counterbalanced by a reference to Florida where all of the state universities were said to be changing to the quarter plan. Although the evidence recorded appears spotty to the present reviewers, Gerber was able to conclude that the "dominant pattern of change indicated a tendency to stay with or turn to the semester system (p. 174)."

126. Schoenfeld, Clarence A. Making peace with the summer calendar. Improving College and University Teaching, 1970, 18, 161-163.

Schoenfeld describes trimester plans at various colleges and universities and then analyzes the reasons for their failure. The University of Pittsburgh had a trimester plan from 1960 to 1965 that failed because of poor summer enrollment (summer enrollment figures were half that of other terms). By mid 1965 the University had an operating deficit of more than $15 million. A primary problem was that the faculty received full pay all the year round.

All state schools in Florida adopted a trimester plan in 1961-1962 which had failed by 1965. The basic problem here was that the faculties were not consulted before the plan was adopted. There was a 25 percent heavier work load with an 11 percent pay increase. Also, there was no new curriculum adapted for the shorter 12 week term.

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[1]Lichtfield, E.H. Colleges can operate all year. Saturday Review, 12/15/62, 45, p. 51.

At Harpur College a summer program was designed that would handle 50 percent more students. It attracted almost no increase in student attendance. Illinois State Teacher's College kept 60 percent of its faculty working year-round. It became obvious that they could not maintain that sort of pace for very long. A somewhat different approach was initiated at Parsons College. They maintained a 70 to 80 percent summer enrollment by requiring summer attendance for all students who had a grade point average below "C" and no tuition during the summer for those who had a grade point average above "C." Basically then, the predominant problems are keeping up with teacher salaries and inducing students to attend all year-round.

Schoenfeld states that with the absence of compulsory rules it is difficult to maintain students and faculty during the summer months. Non-attendance during the summer is defensable, however, on educational and socioeconomic grounds. Schoenfeld sees a real need for time to relax as well as a need for students to be employed during the summer. He recommends that colleges and universities do not force enrollment but that they allow voluntary summer attendance with two to 12 weeks of instruction and continuing research programs with expanded adult education, extension, and public service activities.

Schoenfeld's proposals for strengthening summer programs are: (1) Better curricular offerings during the summer. (2) Greater rewards and incentives for faculty members to stay. (3) Financial aid for summer students. (4) Emphasis on research activitities, primarily outdoors. (5) Using the campus as a site for wide continuing education programs.